**Part B: Organizational Analysis**

*The candidate will conduct an organizational analysis to determine the climate of the school. The Teacher Working Conditions Survey may be used in the event a secondary climate survey is not feasible. As a result of the analysis, the candidate should evaluate the school leadership and use the evaluation as a validation instrument for the TWCS and/or climate survey. The candidate will use the results of the school leadership evaluation and the results of the TWCS to determine the strengths and weaknesses of the school leadership. From this analysis the candidate will make recommendations to be addressed in the SIP. The organization analysis should include a background of the organizational setting, the participants in the organizational analysis, a detailed description of the procedures used for data collection and analysis, and the recommendations previously mentioned.*

***School Leadership Evaluation***

*Teacher Working Conditions Survey Data*

The TWCS defines school leadership as the ability of school leaders to create trusting, supportive environments and address teacher concerns. In evaluating WSE’s TWCS data, the school scored above both district and state averages in all areas of school leadership, with the exception of “Effective leadership of the School Improvement Team.” Based on this information, school leadership strengths include:

* Shared Vision: As a magnet school focused on leadership and global economics, the school’s mission and vision are clearly defined. Expectations for student behavior are clearly articulated and staff members are unified in the work of imparting the importance of respect and responsibility to all students.
* Data Facilitation: Administration is extremely knowledgeable regarding collecting and utilizing data to support individual student growth. Planning sessions and in-house professional development are provided to assist teachers in utilizing data to support classroom instruction. In addition, data collection and reporting is based on a “form follows function” concept, where the focus is on collecting highly relevant data and consistently using it to monitor and adjust instruction. Limiting the teacher burden of collecting and reporting a vast amount of data has a direct correlation to the 88% positive rating in this particular area.
* Evaluation Procedures, Performance Assessment, and Feedback: Administration makes teacher evaluation and feedback sessions a priority. A schedule of evaluates, assigned administrator, and date ranges are provided to all staff at the beginning of the year. When teachers meet with administration for individual conference sessions, they are not held to a specific time limit. Feedback related to specific lesson assessments is provided in detail. In addition, general feedback on performance instruments is generally lengthy and focused on the unique individual, rather than a set of “standardized” comments.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TWCS Area** | **Strongly Disagree (SD)** | **Disagree (D)** | **SD+D** | **Agree (A)** | **Strongly Agree (SA)** | **A+SA** |
| Faculty and Leadership Shared Vision | 5 | 19 | **24** | 64 | 12 | **76** |
| ***Atmosphere of Trust and Respect*** | ***16*** | ***14*** | ***30*** | ***56*** | ***14*** | ***70*** |
| ***Comfort Raising Issues and Concerns*** | ***10*** | ***26*** | ***36*** | ***50*** | ***14*** | ***64*** |
| Leadership Consistently Supports Teachers | 7 | 17 | **24** | 57 | 19 | **76** |
| Teachers Held to High Instructional Standards | 5 | 12 | **17** | 47 | 37 | **84** |
| Leadership Facilitates Use of Data | 2 | 9 | **11** | 58 | 30 | **88** |
| Objective Performance Assessment | 2 | 17 | **19** | 67 | 14 | **81** |
| Constructive Feedback | 2 | 14 | **16** | 63 | 21 | **84** |
| Consistent Teacher Evaluation Procedures | 7 | 7 | **14** | 68 | 17 | **85** |
| ***Effective Leadership of School Improvement Team*** | ***8*** | ***30*** | ***38*** | ***51*** | ***11*** | ***62*** |
| Faculty Recognized for Accomplishments | 10 | 10 | **20** | 69 | 12 | **81** |

However, the TWCS data did indicate that 36% of respondents were not comfortable raising issues or concerns with school administration and 30% of respondents did not feel leadership was successful in creating an atmosphere of trust and respect. Both areas are directly related to administrative leadership style. While the principal does not involve herself in the daily operations of individual classrooms and does not support a “micro-management” style, shared decision-making and soliciting feedback from all stakeholder groups have not been practiced norms. Principal leadership has historically been authoritative, coupled with a firm belief that situational conflict can serve as a professional growth mechanism. However, this particular style has created stakeholder reluctance in voicing concerns regarding school initiatives and limits the scope of the school’s problem solving capabilities.

In addition to individual leadership concerns, 38% of those surveyed did not feel the School Leadership Team was an effective resource in school decision making processes. At WSE, the School Leadership Team is selected by administration, rather than a whole-school process. The SLT works together for several sessions to create the required School Improvement Plan and submits it to the district. However, rather than being an integral part of the school and responsible for leading and monitoring school progress toward SIP goals, the team disbands once the SIP document is completed.

*District Parent Survey*

As discussed previously, families and staff generally give Winding Springs Elementary (WSE) high marks as a good place to learn and work. However, in the 2010-2011 Parent Survey administered by the Charlotte-Mecklenburg School district, WSE exhibited severe shortcomings in regards to family involvement and communication. 100% of parents surveyed indicated they were not a part of the School Leadership Team. This feedback is a clear indication that WSE has not engaged outside stakeholders in meaningful involvement in school decision making. Additionally, 16% of respondents indicated that WSE did not provide resources and information to help them get involved in their child’s education, which was well above the district rate of 6.6%.

*School Leadership Team and Other Participant Feedback*

Any valid assessment of school leadership must offer opportunity for a wide variety of staff members to contribute feedback. In an email dated June 27, 2011, previous School Leadership Team members as well as staff who have worked under the current school leadership were poised two open response questions regarding school leadership decision making processes and stakeholder communications. The email message is shown below.

**From:** Presley, Penny  
**Sent:** Monday, June 27, 2011 4:00 PM

Dear Selected Staff:

Would you be so kind as to share your feedback/thoughts on the following:

* The strengths/weaknesses of our school leadership, including leadership style, decision making processes, and outcomes.
* Ideas to encourage a broader participation in decision making processes for all stakeholders: staff, students, families, and community.

Your thoughtful feedback is most appreciated, as are all of you for your dedicated work at WSE!

Penny Presley

Dean of Students

Winding Springs Elementary

980-343-5140

School Leadership Team and other staff feedback is consistent with the Teacher Working Conditions Survey data as well as the Charlotte Mecklenburg School district Parent Survey data. Jesse Casilio, 5th grade teacher and School Leadership Team member, remarked,

“Whoever is affected by the decision should have time to input their ideas and suggestions. Before a final decision is made, a majority of the people should be on the same page so that upon implementing the decision, it is embraced and carried out to its fullest potential and intention.  Leadership is most effective when the followers under the leadership are valued and have ownership.  When the followers are able to take ownership in making decisions or have a part in the decision process, it makes the leader more effective and respected. They are also able to gain a wider group of followers when implementing decisions in the future.”

The following quote from Bonnie Douthitt, Kindergarten teacher, sums up the overall strengths and weaknesses of WSE’s school leadership and its resultant impact on school culture:

“I feel the strengths in the decision making processes for our school are mostly in the classroom.  The teachers are able to decide how to teach to the learning styles of their students, performance levels, and instruction technologies, etc.  However, I feel that one of the key components to effective decision making is communication and teamwork, which has been an issue for awhile. As a school we need to have decision making teams set up for identified areas of need in our school.  Issues and concerns could flow through the team process. By giving authority, flexibility, and resources to solve educational problems in the school to teams, we would develop more positive relationships. This collaboration and participation in decisions are likely to bring positive change to student achievement.”

While the analysis of WSE’s data is necessary, it should not serve as simply an information gathering activity. Ultimately, the conclusions drawn from such an assessment should be used to develop an action plan focused on broadening the scope of leadership decisions to involve school and community stakeholders in addressing the school’s needs. Based on the analysis of WSE’s strengths and weaknesses, School Improvement Plan tasks focused on the TWCS areas of Community Support and Involvement, Teacher Leadership, and School Leadership are necessary to advance WSE’s mission and vision.